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Fall 2011

Wiki 2

Resources

1. Adu-Agyem, J. (2009) Enhancing children's learning: The art perspective.

*International Journal of Education through Art, (5 )* 2-*3,* 143-155

This article focuses on a study done in Ghana, which investigated the link between children’s learning and art. Children were interviewed about and told researchers what they felt about their drawings. The parents of the children were also interviewed and expressed how they felt about their children’s learning. What the study showed was that art did facilitate in connecting children’s expression of emotion. The study also found that art can be used as a form of therapy or a non-verbal communication, and as a way to facilitate interaction between children.

1. Derby, J. (2011) Disability studies and art education. *Studies in Art Education: A*

*Journal of Issues and Research, (52),* 94-111

Derby investigates the field of disability studies and promotes it as a vehicle for the concept of disability to be reorganized. Derby believes that disability advocacy stems from studying the field and beginning a dialogue to elaborate a disability discourse within art education. The article also explores art education researchers’ capacity to contribute to disability studies and collaborate with special education researchers. Derby contributes his thoughts on the problems within art education discourses and the way disability is perceived. Derby believes that the term “special needs” should be reevaluated and questions its connotations.

1. Dunn-Snow, P. (1999). A school inclusion approach: Evaluating embedded

assessment within the context of multicultural group art experiences. *Delta*

*Kappa Gamma Bulletin*. *66*(1), 41-50.

This article focuses on a study done by Florida State University art education and art therapy students implemented regarding a Discipline-based Art Education (DBAE) curriculum. The article outlines the study and its components for serving as an inclusion approach to an elementary public school classroom. The article includes its intent to move towards inclusive practices that aim to educate all students with special needs within the classroom. The outcome of the study showed that special needs students are receptive to a DBAE curriculum. The study advocates the idea of defining art as a core subject.

1. Epp, K.M. (2008). Outcome-based evaluation of a social skills program using

art therapy and group therapy for children on the autism spectrum. *Children & Schools, 30*(1), 27-36.

This article focuses on the use of art and group therapy for children on the autism spectrum. Art therapy is believed to be appropriate for children on the autism spectrum because they are visual thinkers. Children with ASD often lack appropriate social skills and motivation to participate in group activities. The study was based on a program called the SuperKids therapeutic model. The leaders of the group consist of art therapists, school counselors, or special education teachers. The group is made up of approximately 6 students of similar age and communication ability. The leaders direct students to discover how to identify and use appropriate social skills such as eye contact, compromise, and conversation skills. The hour-long group is very structured and facilitates group work and self-exploration.

1. Freilich, R., & Shectman, Z. (2010). The contribution of art therapy to the

social, emotional, and academic adjustment of children with learning disabilities. *The Arts in Psychotherapy, 37*(2010), 97-105

This study was conducted to investigate the use of art therapy as a tool for academic assistance among special education students. The study consisted of two groups- one control group of 51 students and one experimental group of 42 students. The results showed that the control group with an academic intervention focused on learning experiences while the art therapy intervention focused on emotional exploration and social development. The children are given art therapy treatment in a special room equipped with various art supplies. The child is responsible for choosing the art project in which they wish to carry out. The project of their choosing is known to reflect the issues on the child’s life that they wish to address through art.

1. Frost, J.L. (2005). Lessons from disasters: Play, work, and the creative arts.

*Childhood Education, 82*(1), 2-8.

This article describes the profound effects that of natural disasters have on children’s emotional health as well as physical health. The article traces various studies done to show how children are helped through the intervention of play, work and the creative arts. It is stated in the article that children attempt to express themselves through play and the arts even under the most brutal of circumstances. The article traces the coping strategies of children who survived various disasters.

1. Furniss, G.J. (2008). Celebrating the artmaking of children with autism. *Art Education, 61* (5), 8-12.

This article studies the art and art processes of many celebrated artists who suffer from autism. Furniss states that artmaking is a significant process to a child with autism and has meaningful and pleasurable effects. Art can act as a tangible insight to a child’s thought process. Many of the thoughts that are represented in piece of art are obsessions or preoccupations. Furniss believes that it is critical for students who are developing atypically to participate in arts instruction.

1. Henley, D. (1998). [Facilitating socialization within a therapeutic camp setting for children with attention deficits utilizing the expressive therapies](javascript:%20void%200). *American Journal of Art Therapy*, *38* (2), 40-50.

Henley states that behavioral problems were effectively addresses when the child was encouraged to draw a picture about a faulty behavior incident. When addressing a topic through drawing or painting, the children’s defenses, such as resistance or oppositionality, often escape the mind’s censor. When drawing a picture about the behavior, the problem can be objectively examined and an alternate perspective can be made concrete.

1. Henley, D. (1998). [Art therapy in a socialization program for children with attention deficit hyperactivity disorder](javascript:%20void%200)*. American Journal of Art Therapy*, *37* (1) 2-12.

This article focuses on a therapeutic and socialization program for young children. The program takes place on a weekly basis for two hours and is divided into 3 components: free play, group discussion, and expressive arts therapy. Impromptu art making opportunities facilitate self-expression and awareness of self and others. The article also states that socialization requires that children be actively trained to become aware of how they interpret the play process as well as how others perceive their behavior. The learning becomes more participatory and as a result more engaging for the students.

1. Mason, C., Steedly, K., Thorman, M. (2008). Impact of arts integration on voice, choice, and access. *Teacher Education & Special Education 31* (1) 36-46.

This study was conducted to examine the efficacy of arts integration and the suggests that arts may assist students in demonstrating knowledge in other academic areas. One of the advantages of arts-based instruction may be that the students have opportunities to make decisions for themselves while engaged in an art activity. Based on the studies conducted in this article, the teachers of the special education students found “the arts integration beneficial by providing depth into the curriculum, increased student engagement and allowed for greater freedom in instruction practice.”